

QUICK-IGA  
TRAIN THE TRAINER  
TRAIN THE CONSULTANT

CURRICULA  
TRAINER'S MANUAL

2013



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## 1 INTRODUCTION

Train the Trainer and Train the Consultant training and coaching programmes have been planned in the QUICK-IGA project Innovative SMEs by Gender and Age. The aim of the QUICK-IGA training programmes is to improve advisory competences on improving work structures in SMEs to increase labour participation of women and elders and innovation capacities.

Train the Trainer programme is planned for the professional teaching staff of academies, universities and further education institutions. Train the Consultant programme is planned for the professional teaching staff of academies and universities, consultants from chambers of commerce, crafts, SME promoters, and women organizations and elderly employee organizations.

Both training programmes provide participants with necessary background information about the current situation of women and elderly employers in the European Union area, means to tackle the obstacles of women's and elderly person's employability, best practices and case studies, and the pedagogical issues related to the organization of the training courses. The duration of the Train the Trainer course is one day, and the Train the Consultant course 1 - 2 days.

The curriculum of both training courses is quite flexible, and each organizer can focus the content to meet the needs of their own participants. Thus, the manual contains links to suggested statistical materials, best practices, reports and case studies. Country specific information should be included by organizers themselves. The main objective of the courses is to give participants necessary skills, knowledge and tools to reinforce the positive development of women's and elderly person's employability. The teaching methods used should include sharing knowledge on best practices and participant's own experiences. Suggested course feedback questions are also given. After the training participants will be given certificates. Models for both training course certificates are also attached to this manual.

The training courses have been implemented as follows:

- Train the Trainer courses in Vilnius, Lithuania 20.9.2012 and in Bialystok, Poland 13.9.2013
- Training the Consultant courses in Brest, Belarus 26.10.2012, in Gdansk, Poland 7.-8.3.2013 and in Riga, Latvia 19.- 20.9.2013

Course feedbacks have been collected from all the courses organized. The analysis of the feedbacks is available in the publication Quick-IGA, Train the Trainer, Train the Consultant, Feedbacks, 2013.

The Train the Trainer course will be transferred to 15 universities from nine BSR countries (Member of Baltic Sea Academy), and the Train the Consultant course to 50 Chambers from 11 BSR countries (Members of Hanse-Parlament).

## 2 QUICK-IGA TRAIN THE TRAINER CURRICULA

### 2.1 Target Groups and Learning Outcomes

Train the Trainer programme is planned for the professional teaching staff of academies, universities and further education institutions.

Learning outcomes include that the participants are ready to train, coach and qualify staff of chambers, associations and other institutions on women and elderly person employment. After the training participants possess the necessary skills and knowledge related to planning and organizing effective training in empowerment of women and elderly persons.

Core contents include the key aspects on the European and country wise demographic trends, employment, job structure, and social situation, tackling the contextual, economic and soft obstacles of women and elderly person's innovative employability, pedagogical principles of organizing effective training courses.

## 2.2 Teaching Unit 1

### Teaching Unit 1: **Key figures on the European demographic trends, employment, job structure and social situation**

Introductory lecture on Key figures on the European demographic trends, employment job structure and social situation. The content of the lecture includes economic, employment and social implications of demographic trends, demographic revolution, labour market and sector challenges, productivity growth, changes in job structures, patterns of employment shift by gender and age, enhancing women and elderly person's involvement in economic growth and productivity, skills supply and demand, labour market participation policies, active ageing strategies and measures, entrepreneurship.

Useful links related to the statistics and Technical Unit 1:

- Eurostat website pages aim to be the leading provider of high quality statistics in Europe and its Member States. Related to the topics in this manual the themes *Economy and finance*, *Population and social conditions*, *Industry, trade and services*, *Environment and energy*, and *Science and technology* might bring some relevant information.  
<http://epp.eurostat.ec.europa.eu/portal/page/portal/statistics/themes>
- This specific page from Eurostat is about the gender pay gap  
[http://epp.eurostat.ec.europa.eu/statistics\\_explained/index.php/Gender\\_pay\\_gap\\_statistics](http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Gender_pay_gap_statistics)
- Report by European Commission about the statistics in different Member States. Wes - the European network to promote women's entrepreneurship activities report. <http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/women/wes-network/>
- Statistical information about the differences between women and men during their lives from working years to pensions. The life of women and men in Eu-

rope report.

[http://epp.eurostat.ec.europa.eu/cache/ITY\\_OFFPUB/KS-80-07-135/EN/KS-80-07-135-EN.PDF](http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-80-07-135/EN/KS-80-07-135-EN.PDF)

- Employment trends and policies for older people in the recession report has data on recent employment trends for older workers in the EU27.  
<http://www.eurofound.europa.eu/pubdocs/2012/35/en/1/EF1235EN.pdf>
- Women Entrepreneurs in the OECD describes key evidence and policy challenges.  
[http://www.oecd-ilibrary.org/social-issues-migration-health/women-entrepreneurs-in-the-oecd\\_5k43bvtkmb8v-en](http://www.oecd-ilibrary.org/social-issues-migration-health/women-entrepreneurs-in-the-oecd_5k43bvtkmb8v-en)

### 2.3 Technical Unit 2

#### Technical Unit 2: **Tackling the contextual, economic and soft obstacles of women and elderly person's innovative employability**

Lecture on Tackling the contextual, economic and soft obstacles of women and elderly person's innovative employability. The content of the lecture includes education choices, traditional views and stereotypes about women and elderly and innovation, women's and elderly person's credibility, lack of access to professional networks, lack of business training, role model, leadership and management skills, promotion of female and elderly employability and entrepreneurship, innovation and productivity increase with women and elderly.

Useful links to Technical Unit 2:

#### **Women**

- Evaluation Policy: Promotion of Women innovators and entrepreneurship-report from the European Commission page deals with the different kind of obstacles that prevent women to enter the business world. It has also infor-

mation about the Member States countrywide.

[http://ec.europa.eu/enterprise/dg/files/evaluation/women\\_en.pdf](http://ec.europa.eu/enterprise/dg/files/evaluation/women_en.pdf)

- The European Commission web-page about promoting women entrepreneurs in small and medium-sized enterprises (SMEs)  
<http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/women/>
- Enterprising Women, Great-Britain women entrepreneurs, national organization's web page. <http://www.enterprising-women.org/>
- YouTube video: Euronews business planet; Boosting women entrepreneurs  
[http://www.youtube.com/watch?v=M7StuuqDI80&list=TLFGAwsbMymHIUY-Pp3ZAXIS8\\_Spm7xSje](http://www.youtube.com/watch?v=M7StuuqDI80&list=TLFGAwsbMymHIUY-Pp3ZAXIS8_Spm7xSje)
- Break gender stereotypes –report is a toolkit for SME Advisors and Human Resource Managers to break gender stereotypes and give talents a change  
<http://www.businessandgender.eu/en/products/toolkit-for-sme-advisors-and-human-resource-managers>
- A study of collected narratives on gender perceptions in the 27 EU Member States  
<http://eige.europa.eu/sites/default/files/EIGE-study-on-collected-narratives-on-gender-perceptions-MH3112337ENC.pdf>
- Web page from European Commission having many reports and links about the equality between women and men.  
[http://europa.eu/legislation\\_summaries/employment\\_and\\_social\\_policy/equality\\_between\\_men\\_and\\_women/](http://europa.eu/legislation_summaries/employment_and_social_policy/equality_between_men_and_women/)
- European Commission's strategy for equality between men and women 2010-2015  
[http://europa.eu/legislation\\_summaries/employment\\_and\\_social\\_policy/equality\\_between\\_men\\_and\\_women/em0037\\_en.htm](http://europa.eu/legislation_summaries/employment_and_social_policy/equality_between_men_and_women/em0037_en.htm) and

[http://epp.eurostat.ec.europa.eu/statistics\\_explained/index.php/Gender\\_pay\\_gap\\_statistics](http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Gender_pay_gap_statistics)

- Family life and work report summarizes issues related to the family and work. It has sections dealing the work - family balance, working time etc. in Europe Union.

<https://osha.europa.eu/en/publications/e-facts/e-fact-57-family-issues-work-life-balance>

### **Older workers**

- Workplace age discrimination is the most frequently reported form of age discrimination. Active Ageing - report from the webpage

[https://osha.europa.eu/en/priority\\_groups/ageingworkers/index\\_html](https://osha.europa.eu/en/priority_groups/ageingworkers/index_html)

- Report: The Impact of the Crises on Senior Workers: Challenges and Responses by PES

<http://www.mobilitypartnership.eu/Documents/EJML%20Senior%20workers%20final.pdf>

- Website of the Age Platform Europe promote the interest of seniors.

<http://www.age-platform.eu/index.php>

- Website of Ageing workers by European Agency for Safety and Health at work has wide discussion about older people at work and how to promote older people and about active ageing.

[https://osha.europa.eu/en/priority\\_groups/ageingworkers/index\\_html](https://osha.europa.eu/en/priority_groups/ageingworkers/index_html)

### 2.4 Technical Unit 3

Technical Unit 3: **Pedagogical principles of planning and organizing effective training courses**

Lecture on Pedagogical principles of planning and organizing effective training courses. The content of the lecture includes principles of organizing training courses, target group analysis, pedagogical approaches and technical strategies, attitude awareness and motivation, involving participants, traditional lectures, making lectures more interesting, i.e. inserting visual elements like examples, illustrations, figures, tables, videos, Internet sites, etc., case methods, discussions forums, role plays, drama, pedagogy, simulations, coaching, mentoring, individual and group activities, e-learning, use of knowledge bases, leaning from best practices and worst cases, professional visits, course feed-back, further development.

There are plenty of different kind of documents and reports about how to improve the training sessions. There will be more information about the content of this Technical Unit in the section *Learning Methods*.

## 2.5 Course Feedback

There will be a feedback form for the participants to fill in after the course has ended.

The subject of the evaluation is

- 1) the course itself with all the Technical Units
- 2) the framework conditions out of the course: lecturers, organization, materials etc.

This evaluation of the course was carried out to check the whole course, to reveal eventual weaknesses or to incorporate new aspects.

The actual feedback form will be in the Annex 1.

## 2.6 Certificate

All participants will receive a certificate for their forward participation after the course has ended (Annex 1).

### 3 QUICK-IGA TRAIN THE CONSULTANT CURRICULA

#### 3.1 Target Group and Learning Outcomes

Train the Consultant programme is planned for the professional teaching staff of academies and universities, consultants from chambers of commerce, crafts, SME promoters, and women organizations and elderly employee organizations.

Learning outcomes include that the participants are ready to coach and mentor female entrepreneurs and elderly entrepreneurs. After the training participants poses the necessity skills and knowledge to guide females and elderly to run successful businesses in practice, to increase productivity, and to create innovation capacity in SME's.

Core contents include the key aspects on the Baltic Sea Region and country wise demographic trends, employment, job structure and social situation women and elderly person's employability, increasing productivity, creation of innovation capacity, special leadership and management skills needed with women and elderly, organizing effective consultations, communication and crises management.

#### 3.2 Technical Unit 1

##### **Technical Unit 1: Key figures on the Baltic Sea Region demographic trends, employment, job structure and social situation**

Lecture on Key figures on the Baltic Sea region demographic trends, employment, job structure social situation. The content of the lecture includes employment and social implications of demographic trends, demographic revolution, labour market and sectoral changes, productivity growth changes in job structures, patterns of employment shift by gender and age, enhancing women and elderly person's involvement in economic growth and productivity, skills supply and demand, labour market participation policies, active ageing strategies and measures, entrepreneurship.

- The Demographic trends of Baltic Sea Region and its members can be found from Eurostat pages, which aim to be the leading provider of high quality statistics in Europe and its Member States. Related to the topics in this manual the themes *Economy and finance*, *Population and social conditions*, *Industry, trade and services*, *Environment and energy*, and *Science and technology* might bring some relevant information.

<http://epp.eurostat.ec.europa.eu/portal/page/portal/statistics/themes>

- Specific information about the Member States and their situation with gender issues can be also found from the report *Promotion of Women Innovators and Entrepreneurs*.

[http://ec.europa.eu/enterprise/newsroom/cf/\\_getdocument.cfm?doc\\_id=3815](http://ec.europa.eu/enterprise/newsroom/cf/_getdocument.cfm?doc_id=3815)

### 3.3 Technical Unit 2

#### Technical Unit 2: **Increasing productivity and creation of innovation capacity in SMEs**

Lecture on Increasing productivity and creation of innovation capacity in SME's. The content of the lecture includes attracting women and elderly persons in SME's, breaking traditional views and stereotypes about women and elderly, SME's expectations of productive employees, increasing SMEs innovation and productivity by employing women and elderly persons, leadership and management and organizational development in strengthening the productivity of SMEs, creativity and use of new knowledge capturing tacit knowledge, special advantages/benefits and disadvantages related to the employment of women and elderly persons.

Useful links related to the Technical Unit 2:

- European small business portal has gathered together all the information provided by the EU for SMEs, ranging from practical advice to policy issues.

[http://ec.europa.eu/small-business/index\\_en.htm](http://ec.europa.eu/small-business/index_en.htm)

#### **Women**

- Equality between women and men -report from European Commission. The report is from the Eurostat web page.  
[http://epp.eurostat.ec.europa.eu/statistics\\_explained/index.php/Gender\\_pay\\_gap\\_statistics](http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Gender_pay_gap_statistics)
- Women in economic decision-making in the EU: Progress report deals with the questions of women in the leadership positions. (Women on boards)  
[http://ec.europa.eu/justice/gender-equality/files/women-on-boards\\_en.pdf](http://ec.europa.eu/justice/gender-equality/files/women-on-boards_en.pdf)
- European Commission website on Small and medium-sized enterprises (SMEs) and encouraging women entrepreneurs. Website collects also links to National organizations of women entrepreneurs, International organizations of women entrepreneurs etc.  
[http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/women/index\\_en.htm](http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/women/index_en.htm)
- Website of Business and Gender has much valuable information about the gender stereotypes and the benefits on breaking the stereotypes. They have also good videos promoting women and having good best practices.  
<http://www.businessandgender.eu/en/home>
- Break gender stereotypes, give talent a chance report offers information and practical guidance on the problems of SME's tackling with the stereotype problems and getting full potential on their employees both women and men.  
<http://www.businessandgender.eu/splash>

### **Older workers**

- Promoting lifelong learning for older workers report has a wide overview of older people in working life and gives information and case examples about senior workers in different situations at their life and work.  
[http://www.cedefop.europa.eu/EN/Files/3045\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/3045_en.pdf)

- Demography, active ageing and pensions report focuses on the solutions to face the unavoidable change in the age structure and the growth of the number of older people and workers. The report concentrates also to the companies tackling with this change of the workers age structure.  
<http://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=6805>
- It's Time to Manage Age report proposes several solutions to turn population ageing into an opportunity for employers and companies, and to create greater solidarity and awareness on age diversity within the society.  
[http://www.adecco.com/en-US/Industry-Insights/Documents/mature\\_workers\\_2011.pdf](http://www.adecco.com/en-US/Industry-Insights/Documents/mature_workers_2011.pdf)

### 3.4 Technical Unit 3

#### Technical Unit 3: **Tackling to the consultation needs of women and elderly**

Lecture on tackling to the consultation needs of women and elderly. The content of the lecture includes age management policies, attitude awareness, support self-confident, increasing credibility, development of positive organizational culture, special employee obligations to be met with women and elderly, employment services, well-being of women and elderly people, consultation and needs of women and elderly persons, consultation of women entrepreneurs starting their business.

Useful material related to the Technical Unit 3:

- The Emerge of Age Management in Europe –article deals with the recent rise of interest in age management in personal and organizational level. The main focus areas are: “workforce ageing, the age/employment paradox, the public policy imperatives, the organizational pressures and the goal of equal opportunities or age diversity”. (Walker 2004)  
<http://www.usq.edu.au/extrafiles/business/journals/HRMJournal/InternationalArticles/Volume10Ageing/WalkerVol10-1.pdf>

- European Employment Observatory Review Employment Policies to Promote Active Ageing 2012 report has data from different EU Member States and their practices with older workers to promote active ageing in their communities and companies.  
<http://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=6805&type=2&furtherPubs=no>
- Work-Related Health in Europe: Are Older People More at Risk? is a discussion paper, which examines whether the older workers differ a lot from younger workers. The discussion concentrates mostly on job related health risk perception, mental and physical health, sickness absence, probability of reporting injury and fatigue of older people.  
<http://ftp.iza.org/dp6044.pdf>
- PES (Public Employment Services) from European Commission has a PES and older workers report from a Peer Review that dealt with the aims of the Europe 2020 Strategy by enhancing the employability of older workers and removing barriers to their labour market participation. The report summarises the main issues discussed in the meeting including wide range of problems and challenges in older workers work life.  
<http://ec.europa.eu/social/main.jsp?catId=964>

### 3.5 Technical Unit 4

#### Technical Unit 4: **Organizing effective consultations**

Lecture on organizing effective consultations. The content of the lecture includes appropriate consultation forms, mentoring and coaching, utilization of role models, spreading best practices, learning from the worst cases, effective communication and crises management, developing materials and documents for consultation of different target groups.

- International organization concentrated to promote business and professional women.

<http://www.bpw-europe.org/>

### 3.6 Course Feedback

There will be a feedback form for the participants to fill in after the course has ended.

The subject of the evaluation is

- 1) the course itself with all the Technical Units
- 2) the framework conditions out of the course: lecturers, organization, materials etc.

This evaluation of the course was carried out to check the whole course, to reveal eventual weaknesses or to incorporate new aspects.

The feedback model questions will be in the Annex 1.

### 3.7 Certificate

All participants will receive a certificate for their forward participation after the course has ended (Annex 2).

## 4 LEARNING METHODS

There are a range of exercises the trainer can effectively use in order to involve in the participants as much as possible to the learning process. The best way for adults to learn is when the new course material is based on their experiences, but when there is also left space for the debate among the participants. There are varieties of training methods and together they can give the possibility for a multifaceted understanding of the course material.

Different kind of teaching methods are:

- “Auditory” methods, such as discussions, lectures, using tapes
- “Visual” methods, such as films and other demonstrative processes/tools

- “Physical” methods, such as role playing, group exercises or other physical exercises

- The Trainer’s Survival Guide has 25 different activities that make lecture-based programmers more active. They can be used during the training session and they have tips for the trainer to get participants involved.

<http://www.leotrainer.com/tactiveteach.pdf>

#### 4.1 Icebreakers

In the beginning of the session it is important to get participants involved and engaged in an activity that requires them to talk and cooperate with the others. *Icebreakers* are the simple activities used at the beginning of a session to help participants learn each other’s names and/or backgrounds, share their experiences, or introduce the topic of the lecture. The right icebreaker can help to get a positive and enjoyable learning experience for both the trainer and the participants. During the icebreakers participants should connect with at least one other person. Icebreakers should be topic related and at low risk so that participants would feel comfortable and easy. Time used for icebreakers should not be too long compared to the length of the session.

- The Assistive Technology Trainer’s Handbook is a toolkit for assistive technology training and it offers wide range of information related to the training sessions, for example icebreakers, presentations, brainstorming etc.

<http://www.natenetwork.org/manuals-forms/at-trainers-handbook>

- Creative Icebreakers, Introductions, and Hellos for Teachers, Trainers, and Facilitators –manual has 15 ideas for icebreaking in the beginning of trainer’s session.

<http://www.businesstrainingworks.com/training-resources/free-icebreakers>

## 4.2 Lectures

### *Presentation*

The presentation (e.g. PowerPoint™ or Prezi (Prezi.com)) is used to support the content of the training and thus it should be clear and easy to read. The presentation is designed to be a visual support for both the trainer and the participants.

- Assistive Technology Trainer's Handbook  
<http://www.natenetwork.org/manuals-forms/at-trainers-handbook>
- Presentation Skills Training Resources and Articles  
<http://www.businesstrainingworks.com/training-resources/presentation-skills-articles>

### *Figures, Tables and Videos*

In order to improve the attractiveness of the lecture and the presentation it would be advisable to include figures or tables or videos into the presentation/ the lecture. Figures and tables illustrate the situations well and thus make it easier for the participants to assimilate the gained information. Presentations of success stories and case studies can be also included to this section. Internet and Youtube offer good opportunity for researching suitable videos.

- Training of Trainers manual information and guidelines for making training sessions, they have also good information on figures and tables.  
[http://hcfp.gov.in/downloads/manuals/Training\\_of\\_Trainers\\_Manual.pdf](http://hcfp.gov.in/downloads/manuals/Training_of_Trainers_Manual.pdf)
- Example of a video that could be added to this specific topic (women and elderly in workplaces) featuring the stories of Ireland's SME which have enhanced their performance by breaking gender stereotypes:  
[http://www.youtube.com/watch?feature=player\\_embedded&v=Qv8eWge8cu0](http://www.youtube.com/watch?feature=player_embedded&v=Qv8eWge8cu0)

### 4.3 Group Work and Brainstorming

Group works can be applied in learning if the trainer wants participants to deal about the issue by debating and discussing. Group work in small groups gives all the participants the opportunity to participate in the exercises and thus express their ideas. In order to get the best out of the group works would be good to get them goal-oriented. The participants should understand the task of the group work at hand, the time-frame and the way of presenting the results.

- Trainer's Handbook  
[http://hcfp.gov.in/downloads/manuals/Training\\_of\\_Trainers\\_Manual.pdf](http://hcfp.gov.in/downloads/manuals/Training_of_Trainers_Manual.pdf)

Brainstorming involves the trainer ask an open-ended question and the participants to come up with as many solutions as possible. The idea of brainstorming is to get participants involved and engaged in the training. Brainstorming should be based on few rules in order to get the best results. Example of the rule could be that there are no stupid or bad ideas.

- Trainer's Handbook, Assistive Technology Trainer's handbook  
<http://www.natenetwork.org/manuals-forms/at-trainers-handbook>

### 4.4 Mentoring

Mentoring can be described as partnership between two people working in a same field or sharing same experiences. A mentor is a person helping the mentee to develop solutions to career related issues. Mentors should be helpful and get the mentee to believe in her while boosting her confidence. A good mentor also challenges and questions her mentee, but in the meantime provides guidance and encouragement. The most important meanings of mentoring are to enable others become more self aware, to make them take responsible for their life and to direct their life in the direction they decide.

- Information on business mentoring, successful mentorship and the benefits of mentoring can be found from the Website

<http://www.micromentor.org/resources/resource-center>

- YouTube video example on women mentors.  
[http://www.youtube.com/watch?v=DQBVDYFwiGY&list=UUvhco\\_i3akl\\_yhKLgsjEcNA&index=4&feature=plcp](http://www.youtube.com/watch?v=DQBVDYFwiGY&list=UUvhco_i3akl_yhKLgsjEcNA&index=4&feature=plcp)

#### 4.5 Best Practices and Worst Case Scenarios

Best practices can be defined as “practices that consistently show results superior to those achieved with other means”. (European Commission report on best practices p.17) Best practice examples can be used as a support and example during the training session. Good examples can be found from the document Europe can do better, Best practices for reducing administrative burdens.

- The webpage to European Commission best practices  
[http://ec.europa.eu/dgs/secretariat\\_general/admin\\_burden/best\\_practice\\_report/best\\_practice\\_report\\_en.htm](http://ec.europa.eu/dgs/secretariat_general/admin_burden/best_practice_report/best_practice_report_en.htm)
- Case study, Best practices: P.E.O.P.L.E.  
The Pan European Older Person's Learning & Employment (P.E.O.P.L.E.) network funded by the EU Leonardo Da Vinci programme. The objective of this project was to develop a best practice network, research, education and communications system between EU partner organisations who are addressing the issues of ageism and promoting the interests of older working age people (50-65+), particularly in relation to education, training and employment. There are also four best practice guides for older people.  
[http://www.wiseowls.co.uk/welcome/index/people\\_info](http://www.wiseowls.co.uk/welcome/index/people_info)  
The P.E.O.P.L.E webpage  
<http://www.europeanpeoplenetwork.eu/>

- Best practice on a project called AgeMasters in Finnish company Abloy.  
<http://www.abloy.com/en/abloy/abloycom/About-ABLOY/Environmental-Responsibility/Age-Masters/>
- EIGE (European Institute for Gender Equality) page has a lot material on gender issues <http://eige.europa.eu/> and mainstreaming <http://eige.europa.eu/content/activities/gender-mainstreaming-methods-and-tools>

YouTube video promoting women in companies from EIGE's website

[http://www.youtube.com/watch?feature=player\\_embedded&v=LQURPrp7xZQ](http://www.youtube.com/watch?feature=player_embedded&v=LQURPrp7xZQ)

- Case study, Best practice: SLIC-project (lifelong learning for older workers)  
SLIC was a two-year project funded by the European Commission's GRUNDTVIG sub programme of the Lifelong Learning programme and led by the Austrian Red Cross, with partners based in organizations from Austria, Hungary, Germany, Italy, Finland and the UK. The aim was to develop new practical ways to help older adults review their past experience and personal skills and explore new and potential opportunities for learning and community engagement.  
<http://www.slic-project.eu/trainingpf/slic2toolkit/index.php>

Worst Case Scenarios can be defined as “worst possible environment or outcome out of the several possibilities in planning or simulation” (BusinessDictionary.com) During the training session worst cases can be helpful to the participants in order to help their planning of the future expenditure cuts and contingency in their businesses.

- Link behind the definition:  
<http://www.businessdictionary.com/definition/worst-case-scenario.html>

## 5 TRAINING COURSE CONCEPTS FOR FUTURE USE

### 5.1 Train the Trainer Course Programme

In the future Train the Trainer courses will be organized by the universities and higher education institutes that are members of the Baltic Sea Academy. These training institutions will be qualified, and they will train the trainers to be able to train the consultants. The Baltic Sea academy members will also be responsible for the further development of the Train the Trainer course. The implementation of the course will ensure the sustainable qualification of trainers in the entire Baltic Sea Region.

Baltic Sea Academy institutions can create their own training packages based on this manual and the curricula. Some lecture material has been given in Annex 4. The useful list of material will give further material to address the expectations training groups may have. Every education event is of course independent, and the content of the course and their unit weight is to be fixed according to the needs of the target group. In all courses the experiences from a real working life and companies should be included. Sharing knowledge and experiences with the companies highlights well the current situation with women and elderly workers. During group activities possible solutions for the acute changes could be developed. Every organizer should distribute new training material through the Baltic Sea Academy electronic platform.

The finance of the Train the Trainer course could be arranged through registration fees. If local public support is available that could be used, too.

The daily programme for the Train the Trainer course is as follows:

Duration: 1 day

#### **Programme**

9:00	Welcome address
	Introduction to the Train the Trainer Curricula
	Short Presentation of the participants and their expectations

9:30	Introductory Lecture on <b>Key figures on the European demographic trends, employment, job structure and social situation</b>
10:15	Break (coffee/tea)
10:30	Lecture on <b>Tackling the contextual, economic and soft obstacles of women and elderly person's innovative employability</b>
12:00	Lunch break
13:00	Lecture on <b>Pedagogical principles of planning and organizing effective training courses</b>
14:00	Break (coffee/tea)
14:15	Group activity on pedagogical approaches
16:00	Wrap-up and evaluation of the Train the Trainer course
16:30	Closing words

## 5.2 Train the Consultant Course Programme

The qualified trainers of all participating universities and higher education institutes will continuously coach and train consultants, which give advice to SMEs, women, and elderly. These consultants work in chambers, other SME promoters, educational institutions, public administrations or other relevant consultancies. This ensures that trainings and consulting can be implemented on a permanent basis. An increasing number of consultants will be qualified, who in turn will support SMEs, women and elders and, thus, will promote a broadening the innovation basis of SMEs.

All organizers can create their own training packages based on this manual and the curricula. Some lecture material has been given in Annex 5, 6 and 7. The useful list of material will give further material to address the expectations training groups may have. Every education event is of course independent, and the content of the course and their unit weight is to be fixed according to the needs of the target group. In all courses the experiences from a real working life and companies should be included. Sharing knowledge and experiences with the companies highlights well the current situation with women and elderly workers. All participants should be challenged to the innovation capacity development. Every training course should have at least one visit to a company. Every organizer should distribute new training material through the Baltic Sea Academy electronic platform.

The finance of the Train the Consultant course could be arranged through registration fees. If local public support is available that could be used, too.

The daily programmes for the Train the Consultant is as follows:

Duration: 1 – 2 days

### **Day 1 Programme**

- |       |  |
|-------|--|
| 9:00  | Welcome address<br>Introduction to the Train the Consultant Curricula<br>Short presentation of the participants and their expectations |
| 9:30  | Introductory Lecture on <b>Key figures on the Baltic Sea Region demographic trends, employment, job structure and social situation</b> |
| 10:15 | Break (coffee/tea)   |
| 10:30 | Lecture on <b>Increasing productivity and creation of innovation capacity in SME's</b>   |
| 12:00 | Lunch break  |

- 13:00 Group activity on increasing productivity and creation of innovation capacity in SME's
- 14:00 Lecture on **Tackling the consultation needs of women and elderly**
- 15:30 Company visits
- 17:30 End of the Day 1

### **Day 2 Programme**

- 9:00 Group activity on consultation needs of women and elderly (including reflections from the company visits)
- 10:15 Break (coffee/tea)
- 10:30 Lecture on **Organizing effective consultations**
- 11.15 Discussion on learning from the best practices and the worst case
- 11:45 Evaluation of the Train the Consultant course
- 12:00 Lunch

## **6 USEFUL MATERIALS**

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**EVALUATION FEEDBACK QUICK-IGA****ANNEX 1****The course feedback**

	Very Dis-satisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied
Ratio of theory and practice					
Structure of the course programme					
Pace at lectures					
Schedule of the course day					
Linking previous knowledge and practices					
Course materials					
Organization/support during the course					
Working atmosphere					

**The course rating**

	Poor	Average	Good	Very Good	Excellent
The aims of the Train the Trainer course were clear					
The methods of instruction were consistent with the learning outcomes					
The execution of the course were in line with the learning outcomes					
I was able to reflect the contents of the course with my previous experience					
I learned knowledge and skills which will be necessary in the future					
The course inspired me to study more of the subject					
The study facilities and equipment were appropriate for learning					

I participated active in the discussions					
I participated actively in the group activity					

### Usefulness of the different areas in the course

	Not useful at all	A little useful	Somewhat useful	Useful	Very useful
Useful in your daily work					
Increasing your willingness to train others					
Increasing your ability to train consultants					

### Open questions

- a) Specific strengths of the Train the Trainer/ Train the Consultant -course
- b) Specific weaknesses of the Train the Trainer/ Train the Consultant –course
- c) Suggestions for the improvement of the Train the Trainer/Train the Consultant -course
- d) What are the three most important things or topics you learned in this course?
- e) What are the three most important things or topics you think were missing from the content?

### Women attitudes

	Strongly Disagree	Tend to Disagree	Neither Disagree nor Agree	Tend to Agree	Strongly Agree
Entrepreneurs appreciate women's potential at the workplace					
Flexible forms of employment will increase the participation of women in the labor market					
The way to increase professional activity of women is to promote their entrepreneurship, including setting up new firms					
In BSR countries there are still present the stereotypes on women in the workplace					
In my organization there are applied solutions to help women to combine their professional duties and family responsibilities (Examples) ..... ..... .....					

### Elderly attitudes

	Strongly Disagree	Tend to Disagree	Neither Agree nor Disagree	Tend to Agree	Strongly Agree
The Baltic Sea Region countries are still not prepared for the economic consequences of the process of population ageing					
Entrepreneurs are aware of demographic changes					
Entrepreneurs do appreciate the potential of workers aged 50 +					
Flexible forms of employment will increase the participation of older persons in the labor market					
The way to increase professional activity of the elderly is to promote entrepreneurship among this age group					
Employees 55+ with much experience and knowledge, do not have skills to transmit their knowledge to younger workers					
In BSR countries there are still present the stereotypes on older people in the workplace					
Staff team in my organization is age – diverse					
In my organization there are still present the stereotypes on older people in the workplace (Examples) ..... ..... .....					

**ANNEX 2****CERTIFICATE****OF COMPLETION OF THE TRAIN THE TRAINER COURSE**

This document is to certify the attendance and successful completion of the Train the Trainer course by

[name of the participant]

from [date] in [place]

Course description: Core contents include the key aspects on the European and country wise demograph-ic trends, employment, job structure, and social situation, tackling the contextual, economic and soft obstacles of women and elderly person's innovative employability, pedagogical principles of organizing effective training courses

Learning outcomes: Learning outcomes include that the participants are ready to train, coach and qualify staff of chambers, associations and other institutions on women and elderly person employment. After the training participants possess the necessary skills and knowledge related to planning and organizing effective training in empowerment of women and elderly persons.

.  
Duration of the course [1 day]

[Signature]

**ANNEX 3****CERTIFICATE****OF COMPLETION OF THE TRAIN THE CONSULTANT COURSE**

This document is to certify the attendance and successful completion of the Train the Consultant course by

[name of the participant]

from [date] in [place]

Course description: Core contents include the key aspects on the Baltic Sea Region and country wise demographic trends, employment, job structure and social situation women and elderly person's employability, increasing productivity, creation of innovation capacity, special leadership and management skills needed with women and elderly, organizing effective consultations, communication and crises management.

Learning outcomes: Learning outcomes include that the participants are ready to coach and mentor female entrepreneurs and elderly entrepreneurs. After the training participants poses the necessity skills and knowledge to guide females and elderly to run successful businesses in practice, to increase productivity, and to create innovation capacity in SME's

Duration of the course [1 day/2 days]

[Signature]

**ANNEX 4****CHARTS FOR THE IMPLEMENTATION OF THE TRAINING THE TRAINER COURSE**

Train the Trainer

**ANNEX 5****KEY FIGURES ON THE BALTIC SEA REGION DEMOGRAPHIC TRENDS, EMPLOYMENT, JOB STRUCTURE AND SOCIAL SITUATION**Train the Consultant  
- Part A**ANNEX 6****CHARTS FOR THE IMPLEMENTATION OF THE TRAINING FOR CONSULTANTS – PART B**Train the Consultant  
- Part B**ANNEX 7****CHARTS FOR THE IMPLEMENTATION OF THE TRAINING FOR CONSULTANTS – PART C**Train the Consultant  
- Part C